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ABSTRACT

The purpose of this project was to establish a rural adult basic education program through an existing community school program to demonstrate the need for adult basic education (ABE) in rural, disadvantaged section in the state of New York. Specific objectives were to increase the basic education level and employability of this undereducated adult rural population, to increase the educational support of parents for their children, to demonstrate how the community school concept can get undereducated adults involved and informed through adult education, and to demonstrate to the New York State Education Department the necessity for, and the feasibility of, budgeting funds to support ABE in a rural, isolated Appalachia area. Thirty students were involved in the program, which lasted 15 weeks; four withdrew. Three persons took and passed the High School Equivalency exam, and the post-test indicated all 23 of the remaining students progressed. All of the students still enrolled at the completion of the classes indicated a desire to re-enroll when classes resume. The New York State Education Department has made its first allocation to a non-urban school district in the state. (Author/CK)

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STATE MODULE FINAL REPORT

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FINAL REPORT

NEW YORK STATE MODULE

Submitted to

Appalachian Adult Basic Education Demonstration Center
Morehead State University
Morehead, Kentucky

June 1970

FINAL REPORT SERIES

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DEMONSTRATION, DEVELOPMENTAL AND RESEARCH PROJECT FOR PROGRAMS, MATERIALS, FACILITIES AND EDUCATIONAL TECHNOLOGY FOR UNDEREDUCATED ADULTS

Subcontract No.: AABEDC No. 9

PROJECT LEARN

NEW YORK STATE MODULE

Thomas Sanglier, Director

Date: September 30, 1970

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT
OF
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Office of Education
BUREAU OF ADULT, VOCATIONAL, AND
TECHNICAL EDUCATION

Funded under the authority of Public Law: 89-750, Title III Section 309 (b) Adult Basic Education "Special Projects" of THE ADULT EDUCATION ACT OF 1966, AS AMENDED.

ABSTRACT
NEW YORK STATE MODULE

DEVELOPING RURAL ADULT BASIC EDUCATION PROGRAMS THROUGH THE COMMUNITY SCHOOL

PROBLEM

When one compares the state of New York with other states, he is impressed with the wealth. However, when one discusses the problems of the disadvantaged he immediately thinks of the urban ghettos in the state. There is another area of the state which shares neither the wealth nor the urban problems. The southwestern part of New York is a rural area located in the northern part of Appalachia. This region has a high rate of unemployment and illiteracy. The purpose of this project is to establish a rural adult basic education program through an existing community school program to demonstrate the need for adult basic education in a rural disadvantaged section in the state of New York.

OBJECTIVES

1. To increase the basic education level of this undereducated and underachieving adult rural population.
2. To increase the employability of this target population.
3. To raise the career goals and life aspirations of this target group.
4. To increase the educational support of parents for their children in this target area.
5. To demonstrate how the community school concept can get undereducated adults --
   A. Into the school.
   B. Interested in the program.
   C. Involved in education.
   D. Informed through adult education.
6. To demonstrate to the New York State Education Department the necessity for and feasibility of budgeting funds to support Adult Basic Education in a rural, isolated Appalachia area.

7. To demonstrate the feasibility of articulating the Adult Basic Education student into the High School Equivalency Program, the Board of Cooperative Educational Services, industry, or Corning Community College Continuing Education.

8. To demonstrate how psychological services can increase the differential between the Adult Basic Education student's life load and his power to cope and thus develop a margin for learning.

As a result of a late start (mid-February), only thirty students were involved in the program which lasted fifteen weeks.

Of the thirty students starting, only four withdrew during the fifteen weeks of classes.

Three persons took and passed the High School Equivalency exam and the post test indicated all twenty-three of the remaining students progressed.

All of the students still enrolled at the completion of the classes indicated a desire to re-enroll when classes resume. One of the three who completed the equivalency moved and the other two have not yet indicated a desire to continue.

The New York State Education Department has allocated $14,000.00 for teachers salaries during FY 70-71. This is the first allocation to a non-urban school district in the State.

The New York State module of the AABEDC is being administered by the Community School Program of the Corning City School District, Corning, New York. This district is the first in the state to adopt, by school board action (see appendix), the community school concept.

The concept was initiated locally by a group of concerned citizens interested in the educational viewpoint of the community and seeking a means to meet educational as well as other local needs through the school structure.

This group, Citizens for Community Schools, was able to gain enough financial support to conduct a three year pilot program, which began in July 1967. Grants from foundations, industry, school taxes and local contributions were used to initiate the first year's program. Corning Glass Works Foundation and the Mott Foundation of Flint, Michigan were the two major sources of funds. Ingersoll-Rand Company, which has a plant locally, was the other major contributor.

As the program grew in size and acceptance, more local support was generated and eight municipal governments have now given money for the operation of a portion of the program.

During the 1966-67 school year, prior to the community school program, there were less than 1,200 child and adult registrations in school-sponsored programs and activities. This number grew each year (1967-68 - 4,716; 1968-69 - 11,164) and during the 1969-70 school year, there were 16,432 registrations. The pilot project was conducted in four of the district's nineteen schools.

These statistics seem to indicate that, contrary to popular opinion, people will use the school if effort is made to make them a part of the educational process. The community school concept does just that and moves from a community-centered educational approach to an education-centered community.

The assignment of a community school director to a school community is essential to the concept. The director's responsibility is to determine, with the help of local councils, the needs and to direct the resources of the community to meet these needs.

Most of the southern part of Steuben County is covered by the Corning-Painted Post Area School District. This rural area contains many under-educated adults. The traditional adult education program has not been designed for, nor has it reached, this target group of adults, who for one reason or another have rejected formal education as it has been offered in the past. The low aspirations and poor attitudes are passed on to the children of the poor; therefore, these children receive poor educational support from their parents.

Presently, one other organization in the community is working with part of the target group. The Greater Corning Area Chamber of Commerce, with funds from the State, is conducting job training programs. This program is concerned with placement and training, and not basic education. A linkage has been established with this program and referrals may be made either way.

Objective 1:

To increase the basic education level of this under-educated and under-achieving adult rural population.

Entering students given the Mott Placement Inventory. At the start of the program, these were the only materials being used.

At the completion of the fifteen weeks, the Slossen Oral Reading Test was administered.

Results of the pre-test placed nine students in Level I; fourteen in Level II; and seven in Level III. At the completion of the fifteen weeks there were two in Level I; nine in Level II; eight in Level III; and seven above Level III.

Three of the students took and passed the High School Equivalency exam.

Objective 2:

To increase the employability of this target population.

Less than one-third (9) of the total enrollment were employed during the fifteen week program. One was unemployed and the remaining twenty were housewives. Unless there has been some change during the summer, the employment status has not changed.

Objective 3:

To raise the career goals and life aspirations of this target group. There was insufficient time to develop a satisfactory instrument for evaluation.

Objective 4:

To increase the educational support of parents for their children in this target area.

Too soon to evaluate.

Objective 5:

To demonstrate how the community school concept can get under-educated adults:

A. Into the school.

At one center, twenty-five students were recruited through the efforts of the Community School Director. Each of these students was or had been involved in some aspect of the existing community school program.

B. Interested in the program.

Of the twenty-five students recruited, all but four completed the fifteen weeks.

C. Involved in education.

Objective 5C will be evaluated by achievement gain. (See Objective 1).

D. Informed through adult education.

Evaluation for Objective 5D has not been decided finally, but will be assessed by a checklist having to do with changes in community behavior such as newspaper reading, voting, involvement in one's child's school, etc. This evaluation will be postponed until Phase II.

Objective 6:

To demonstrate to the New York State Education Department the necessity for and feasibility of budgeting funds to support Adult Basic Education in a rural, isolated Appalachian area.

See Appendix.

Objective 7:

To demonstrate the feasibility of articulating the Adult Basic Education student into the High School Equivalency Program, the Board of

Objective 7 (Continued):

Cooperative Educational Services, industry, or Corning Community College Continuing Education.

Although Objective 7 is the heart of the New York demonstration, time is too short in FY '69 to allow for documentation. For the FY '69 final report, a form will be developed to be used in Phase II to follow the articulation of ABE with continuing education and employment.

Objective 8:

To demonstrate how psychological services can increase the differential between the Adult Basic Education student's life load and his power to cope and thus develop a margin for learning.

Too soon to evaluate.

Outreach

The geographic area of greatest impact during the FY '70 project is an area known as Beaver Valley. This area, located eleven miles from the City of Corning, had a full-time community school director who did all the recruiting for the classes.

Two classes were recruited and organized in less than three weeks by the director. Using school records, which indicate the parents educational level, he was able to identify adults he knew personally and contact them about attending classes.

Because they knew and trusted him, he was able to move through the community quickly and recruit students.

Attempts to work through existing agencies for recruiting students were not as successful during the first year. Many of them didn't know or understand what ABE is all about or in some cases, the needs of their clients.

Retention

Twenty-five students were recruited at Beaver Valley. Classes were held three mornings each week for one group and three evenings for another. The daytime group was asked if they might prefer meeting in a fire hall rather than the school since the class met when children were in school and there were some space problems. They decided they would rather use the school and move to different rooms when the need arose rather than meet in the fire hall.

Only two of the twenty-five students left before the completion of the fifteen week session. We feel that the personal contact on the part of the director is responsible for the low drop-out rate. The director makes a point of meeting with the students, informally, as often as

possible when they are in the building attending classes.

Materials

A wide range of materials were made available through this project. Mini-labs, which are portable, are being developed and students are encouraged to use the labs any time they can return to the school. The community school concept assures them that the building will be open and the director will be there to assist them, if possible.

Follow-up

At this point in the project, few of the objectives are operational enough to produce significant data. The project began in mid-February and lasted only fifteen weeks. Actually the program, during FY '70 was more a feasibility study than a demonstration project.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

DIVISION OF CONTINUING EDUCATION
MONROE C. NEFF, DIRECTOR

BUREAU OF BASIC CONTINUING EDUCATION
ALFRED T. HOUGHTON, CHIEF

TO: Superintendent of Schools
Directors of Adult Education
Coordinators of Adult Basic Education
Business Managers

FROM: A. T. Houghton A T H

SUBJECT: Adult Basic Education Funding Under Title III of P.L. 91-230
(The Adult Education Act of 1966 - Formerly P.L. 89-750) for FY'71

The Adult Basic Education Program, operating under P.L. 91-230 (formerly P.L. 89-750), is being continued and funded temporarily by a "continuing resolution", passed by the Congress, authorizing a continuation of this program in compliance with the new law which changes the funding basis under which we have operated for the past three years but guaranteeing the same level of operation for the first quarter of FY'71.

It is anticipated that FY'71 funding will be at least at the same level as last year. However, this cannot be guaranteed to either the State or local school districts until such time as the Congress passes the present appropriation bill, it is signed by the President, and specific allocation of funds made to the various states by the Director of the Budget.

Therefore, operating under the above qualifications, and pending final appropriations by the Congress, we are allocating the sum of not to exceed $ 14,000 for the Corning school district as your Title III Adult Basic Education quota for this year.

The procedure to be followed in applying for these funds is outlined in detail under paragraph 6.1 of Bulletin #1 dealing with Adult Basic Education. This procedure requires the filing of Application and Budget Forms according to the directions in the above-mentioned bulletin. Each Adult Basic Education Coordinator has been furnished with the necessary Application and Budget Forms and, if they are not available please inform us in order that we may send duplicate sets.

If, as your program develops, this Bureau can be of any further assistance in any way, please do not hesitate to let us know.

FOR IMMEDIATE RELEASE March 24, 1970

STATEMENT BY
MRS. GEORGE W. RICHARDSON, PRESIDENT
BOARD OF EDUCATION
CORNING-PAINTED POST AREA SCHOOL DISTRICT

During 1966, the attention of this community and the Board of Education was directed to a new and promising educational concept, that of Community Schools. Developed in Flint, Michigan through co-operative efforts of the public schools and the Mott Foundation, the concept envisions extensive use of the school buildings and facilities by all members of the public, after regular school hours.

Although many programs offered by the community schools are recreational, recreation comprises less than a third of the total. A much broader concept envisions a self-supporting adult education program of academic, vocational, and avocational courses; adult and teen-age athletic and social activities; enrichment activities, as well as recreation for elementary aged children; and, finally, an opening of the schools for many types of community groups and activities.

It is rooted in the idea that the buildings belong to the public and ought to be used instead of standing idle eighty percent of the time. Since the Board of Education and its employees bear a stewardship to the public to see that school buildings are properly maintained, some form of organization is needed to develop and co-ordinate programs and to supervise the use of the buildings after regular school hours.

For the past thirty-two months, a pilot Community Schools program has been in operation in this District. Over eighty percent of its total yearly cost has been supported by adult education fees, by municipal sharing in the summer program, and by grants from the Mott Foundation, the Corning Glass Works Foundation, the Ingersoll Rand, local service clubs, and private citizens. Senior Community School Director, Thomas Sanglier, and three assistants have developed programs at Beaver Valley Elementary, Gregg-Grammar Elementary, Painted Post Elementary Junior High Schools and at East Senior High School.

In accepting the recommendation of the Citizens Committee on the Community Schools, the Board of Education noted that private funds for a three-year pilot program would be sought and that during the third year the program would be evaluated to determine whether the program should continue with public funds supplanting the private funds.

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At the outset, the Board of Education determined that it would seek the response of the public toward the Community School concept, but that the final decision must be made by the Board. In the interim, the New York State Commissioner of Education ruled that advisory votes are not desirable for determining decisions which are within the Board's legal powers, nor are such advisory votes legally binding upon Boards of Education.

The Board, therefore, scheduled public meetings in each of the fourteen elementary schools during November and December of last year. A mailing was sent to each address in the School District asking citizens to attend and to voice their opinions to the Board members present at each public meeting. The mailer clearly stated the Board's intent to listen to the public and to be advised by it before reaching a final decision. Opinions of the public through letters, petitions, and telephone calls were also solicited by the Board.

Two major points emerged from the public expressions. First, a favorable indication of support for the Community Schools concept with the provision that it take its place in the priorities of the District, and second, the vast majority of those participating in the program were very much in favor of the program.

The Board of Education, in attempting to consider the many priorities of the District, has come to the conclusion that it would not implement the expanded program presented at the public meetings. Rather than see the concept disappear, however, the Board feels that the Community Schools program should be continued at the present expenditure level for the 1970-71 school year. At the same time, there is the obligation to make the program available to all District residents. Therefore, it is proposed to:

1. Continue the Community Schools program during the 1970-71 school year at the same expenditure level as the present (1969-70) school year.

2. Change the present organization pattern so that all areas of the District will share in the program.

The effect of these proposals will be to increase the local contribution an estimated $43,000, which replaces all the private contributions. This will also give all residents of the District equal opportunity to participate in this program.

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Revenue for Community Schools program:

1969-70		1970-71
Private contributions	$43,000	New District Expense
Municipal Sharing fees, misc.	33,000	Municipal Sharing fees, misc.
Adult Education	3,000	Adult Education
	$79,000	

In addition, that portion of the three directors' time and salary which was charged to the regular school program will become available full-time to the Community Schools program so that the program can be broadened to all areas of the School District.

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